ETHIOPIA PERFORMANCE MANAGEMENT SYSTEM
MONITORING AND EVALUATION TRAINING REPORT

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MONITORING AND EVALUATION TRAINING REPORT

MANAGEMENT SYSTEMS INTERNATIONAL

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Ethiopia Performance Management System Project

CONTENTS

Figures

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
DO 1	Development Objective 1 (Increased Economic Growth with Resiliency in Rural Ethiopia)
DO 2	Development Objective 2 (Increased Utilization of Quality Health Services)
DO 3	Development Objective 3 (Improved Learning Outcomes)
EPMS	Ethiopian Performance Management System
HIV	Human Immune Virus
HSS	Health System Strengthening
IP	Implementing Partner
M&E	Monitoring and Evaluation
MSI	Management Systems International, Inc.
PO	Program Office
PMP	Performance Monitoring Plan
PIRS	Performance Indicator Reference Sheet
SOW	Statement of Work
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

Between April and August 2013, Management Systems International–Ethiopia Performance Management System (EPMS) conducted six training sessions in Performance Monitoring for a total of 107 participants, consisting of 102 participants from 36 USAID–funded Implementing Partners (IPs) and five EPMS staff. All the sessions were conducted in the onsite conference room at the EPMS Offices on the Sixth Floor, WARYT Building, on Haile Gabriel Selassie Avenue in Addis Ababa.

The objectives of the Performance Monitoring course were to ensure that the participants:

- Understand Monitoring and Evaluation (M&E) and its role in improving the effectiveness of development programming.
- Understand USAID M&E requirements and new guidance.
- Are able to use and apply key concepts learned.
- Learn the skills to perform and receive guidance on performance monitoring, thus enhancing performance monitoring capacity.
- Attain the necessary knowledge and skills to ensure data quality according to the Automated Directives System requirements.
- Receive guidance on how to formulate performance indicators.
- Share field experiences by fellow participants involved in addressing development challenges.
- Attain the necessary knowledge and skills to design and improve Performance Monitoring Plans (PMPs) and to ensure their linkage to Development Objective reporting requirements.

The course covered the various components of performance monitoring. Participants attended a three-day classroom training during which the facilitators guided them through lectures, group work, brainstorming, discussions, and presentations from other participants.

After the course, participants were required to rate the delivery, the content of the training, and the quality of the workshop facilitators. The results from the evaluations indicate that participants were overwhelmingly positive about the training, with a range of 60 percent to 80 percent giving a rating of 5 (the highest score on a five-point scale) on the objectives, content, exercises and participation, instructor delivery, and relevance of the course.

In terms of the way forward, EPMS will continue to provide technical assistance through a broader, multipronged approach. This includes:

A. Continuing to provide various tools and materials to be shared and updated through a simple project Web site that has been created

B. One-on-one sessions with IPs to address their specific needs as and when requested

C. EPMS's continuing to orient new partners as they come aboard under the different technical teams

D. M&E issues' continuing to be discussed or solutions provided to address challenges that arise periodically, through the LinkedIn M&E Group, which comprises all M&E staff from USAID–funded projects who attended the training

E. EPMS's making a follow-up with participants on the training by posting the training evaluation

This last item will be carried out at least three months after completion of all the trainings, which ended in August, to assess use of knowledge and skills gained from the training. This implies that participants' follow-up will be conducted from November through January.

1.0. INTRODUCTION

The Ethiopia Performance Management System (EPMS) project, implemented by Management Systems International (MSI), was contracted to provide technical assistance in performance management and evaluation (M&E) to USAID/Ethiopia Technical Teams and their implementing partners' (IPs). The Teams are 1) Economic Growth and Transformation; Food Aid and other Humanitarian Assistance; 2) Health, including HIV/AIDS, Population and Nutrition; 3) Education; and 4) Democracy and Governance. In this regard, the EPMS project will provide technical assistance in M&E services aimed at achieving four key objectives as stipulated in the contract:

- **Objective 1.** Support the implementation of the AIDTracker.
- **Objective 2.** Assist the Mission in implementing the new USAID Evaluation Policy.
- **Objective 3.** Provide training and capacity-building support to USAID/Ethiopia and its Implementing Partners.
- **Objective 4.** Develop Performance Management Plans (PMPs) for each Development Objective (DO).

In line with objective 3 of the EPMS workplan, which is to *Provide training and capacity-building support to USAID/Ethiopia and its implementing partners*, EPMS conducted a series of trainings in Performance Monitoring and Evaluation for Implementing Partners aimed at increasing the core competencies of M&E personnel of IPs through an interactive three-day course. EPMS held six separate training sessions from April through August 2013 (April 23-25; May 21-23; June 18-20; July 9-11; July 23-25; and August 13-15). The purpose of the training was to provide the M&E personnel with a hands-on opportunity to learn and apply various concepts of performance monitoring. The 108 participants who attended the training were from 36 IPs, consisting of 87 (81 percent) males and 21 (19 percent) females. The majority of IPs are from the Health (DO 2) Team (43 percent), and 36 percent are from Economic Growth (DO 1) Team. All the training sessions were held at the onsite conference room of the EPMS project offices. Figure 1.1 below illustrates the complete composition of the trainees with regard to affiliation of IPs to the various technical teams.
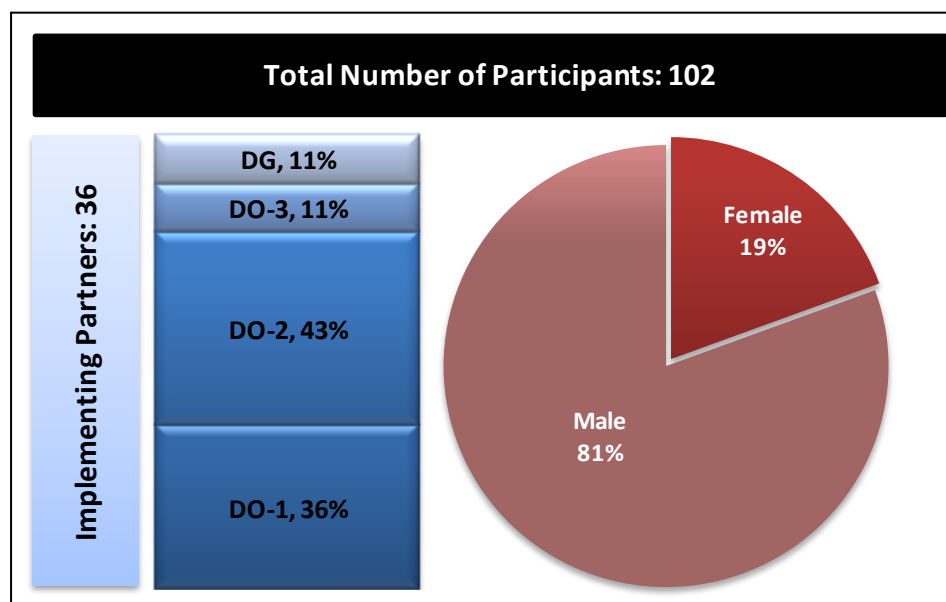

FIGURE 1.1. PARTICIPANT INFORMATION

2.0. OBJECTIVES OF THE TRAINING

The purpose of the course was to enhance performance monitoring knowledge and skills for M&E persons within USAID Implementing Partner organizations whose jobs include performance monitoring. As one of USAID's expectations, all activities must be monitored periodically to not only assess their performance but also gauge progress in implementation of activities. It was therefore important to introduce the course participants to the USAID programming cycle and all the associated functions in monitoring and evaluation (M&E). The specific objectives of the trainings included but were not limited to the following:

- To understand M&E and its role in improving the effectiveness of development programming

- To understand USAID M&E requirements and new guidance

- To be able to use and apply key concepts learned

- To provide skills and guidance on performance monitoring, thus enhancing performance monitoring capacity

- To provide knowledge and skills on how to ensure data quality according to the Automated Directives System requirements

- To provide guidance to implementing partners on how to formulate performance indicators

- To share field experiences by participants involved in addressing development challenges

- To provide knowledge and skills on how to design and improve Performance Monitoring Plans, and ensure their linkage to DO reporting requirements

3.0. TRAINING METHODOLOGY

The training sessions were characterized by group discussions, brainstorming, presentations, guidelines, and lectures by the lead facilitator. In the training room, the facilitators took participants through lessons while encouraging them to participate in the discussions so they could share/compare experiences from different projects. For the group work, participants were divided into groups where a member of the group acted as a designated chairperson to present to the plenary. Groups worked on same topics to perform the following tasks: identify a problem area, design a project results framework based on the problem area, develop two to three indicators for each of the results identified, select baselines, and set targets.

IMAGE 3.1. TRAINEES IN A GROUP DISCUSSION

3.1. Course Facilitators

The first training conducted in April was conducted by Technical Director Michelle Adams–Matson and Senior Vice President Keith Brown, both from MSI Home Office. The second session was facilitated by Ms. Adams–Matson and EPMS Chief of Party Rosern K. Rwampororo. The third to sixth sessions were facilitated by Dr. Rwampororo and Senior M&E Specialist Rufael Fassil. The two EPMS Junior M&E Specialists, Hika Alemu and Tesfayesus Yirdaw, were also brought aboard during the last two sessions to facilitate one or two modules and enhance their capacity in delivering training. The Program Office, represented by Stephen Fitzpatrick, Awoke Tilahun, and John Mckay, provided rotational support by either opening or closing the training sessions. They also actively sat in on most parts of the training to provide their insights from the Mission's point of view.

IMAGE 3.2. TECHNICAL DIRECTOR MICHELLE ADAMS–MATSON (MSI) DURING LECTURE

Part of the closing ceremony entailed handing over certificates of completion to the participants. All 108 participants completed the three-day training and were awarded the MSI Certificate in Performance Monitoring and Evaluation.

IMAGE 3.3. DR. ROSERN RWAMPORORO (EPMS CHIEF OF PARTY) PRESENTING A CERTIFICATE OF COMPLETION TO A TRAINEE

4.0. COURSE CONTENT

The training course consisted of eight modules, which were covered in three days. The modules were as follows:

Module 1. Overview of M&E

- Overview of M&E
- Program Cycle Overview Briefer
- The Logical Framework
- Automated Directives System 203 Summary of Revisions

Module 2. Development Hypothesis and Logic Models

- Understanding the Development Hypothesis
- Building a Results Framework
- USAID/Ethiopia Results Framework /CDCs Result Framework
- Logframe Matrix

Module 3. Performance Indicators

- Performance Indicators
- USAID/Ethiopia Development Objectives Result Frameworks
- Data-Quality Standards

- Hard-to-Measure Results
- Sample PMP Indicator Reference Sheet

Module 4. Developing an Effective M&E Plan

- Developing an Effective M&E Plan
- Preparing a PMP
- Summary of Roles and Responsibilities
- Sample Performance Indicator Reference Sheet (PIRS)

Module 5. Baselines and Targets

- Baselines and Targets

Module 6. Conducting a Data-Quality Assessment

- Conducting Data-Quality Assessments

Module 7. Data Analysis and Utilization for Decision-Makers

- Analyzing Data and Using Performance Information

Module 8. An Overview of Evaluation

- An Overview of Evaluation
- Checklist for Defining Quality Evaluation
- Evaluation SOW Checklist
- Evaluation Quality Criteria
- USAID Evaluation Policy

5.0. CHALLENGES AND EXPECTATIONS

At the beginning of each training, the facilitators requested that participants ask any questions they may have been grappling with about M&E. These questions were in turn posted on a flipchart to be discussed at the end of the training. During one of the breakout sessions, participants were also tasked with sharing the challenges they face working with M&E at their respective organizations. A discussion was also held on how to solve these challenges. The following is a summary of the challenges along with the suggested solutions by the participants.

TABLE 5.1. KEY CHALLENGES AND SUGGESTED SOLUTIONS BY PARTICIPANTS

Key Challenges	Suggested Solutions
There are no baselines in most cases.	Make sure that baselines are conducted.
Overlap of implementation areas.	Discuss or conduct dialogs among the concerned IPs.
Lack of well-developed M&E tools.	Develop the intended M&E tools on time.
Lack of transparency, especially in sensitive government offices (e.g., Justice).	Develop trust among and with all the key stakeholders.
Some indicators are not measurable, specific, etc.	Create consensus when developing indicators.
Lack of teamwork, especially technical team.	Invite participation of all teams as much as possible.
Developing M&E plan just for the sake of accountability.	Encourage development of an M&E plan for adaption and learning.

Determining the number of indicators.	Require commitment from the leadership.
Lack of funds, expertise, and other resources.	Allocate enough budget and manpower to M&E activities and personnel.
Lack of attention toward M&E from internal management units.	Trained M&E persons should share the training materials with top management.
Reporting on too many indicators.	Limit the number of indicators (rule of thumb being two to three indicators, but not mandatory).
Lack of operational definitions for some indicators.	Define all indicators as much as possible.
M&E sectors are left for M&E personnel and lack of accountability.	Require participation of all staff.
Donors' reporting requirements are not in line with those of the government in many cases.	Synchronization work should be done to align the project activities with those of the government requirements.
Data-quality issues.	Conduct data-quality assessments at all levels.
IPs don't have M&E plans and logframe.	Develop the culture of developing M&E plans with well-structured logframe.
Data management and storage and documentation problems.	IPs must have data management and storage system.
Low level of expertise in managing the M&E system.	Conduct more capacity work training.
Failure to consider critical assumptions.	Consider the importance of critical assumptions during M&E planning.

Participants were also asked their expectations from the Performance Monitoring course. The participants from all six sessions had a wide range of expectations from the training, as summarized in the following major categories:
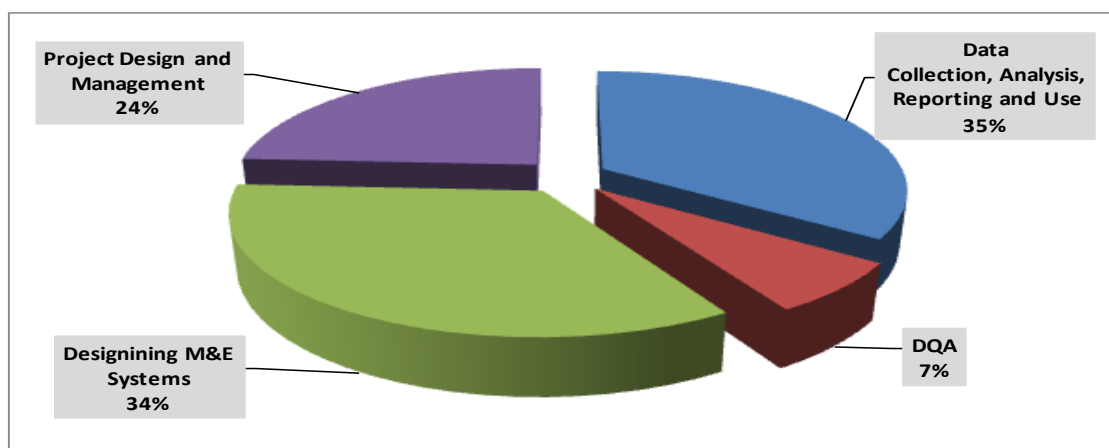
FIGURE 5.1. EXPECTATIONS OF PARTICIPANTS BY KEY AREA

6.0. EVALUATION OF THE TRAINING

6.1. Participants' Evaluation of the Training

The training concluded with participants filling out a training evaluation form (see Annex F). The overall perception of the training according to these evaluations was overwhelmingly positive. A cumulative compilation of the evaluations from all the training sessions can be found in Annex G. Below is graphical representation of a participant's evaluation, with a 0-to-5 rating scale, where 0 is the lowest possible rating and 5 the highest. In the graphs that follow, these ratings are designated as **R1, R2, R3, R4, or R5.**

Category 1. Workshop Objectives and Agenda

In this category the following statements were given for participants to consider:

- The workshop objectives were appropriate, clear, and suited to my needs.

- The agenda was organized to facilitate learning.

- The agenda encouraged participant involvement.

- The presentations and exercises helped accomplish the overall objectives.
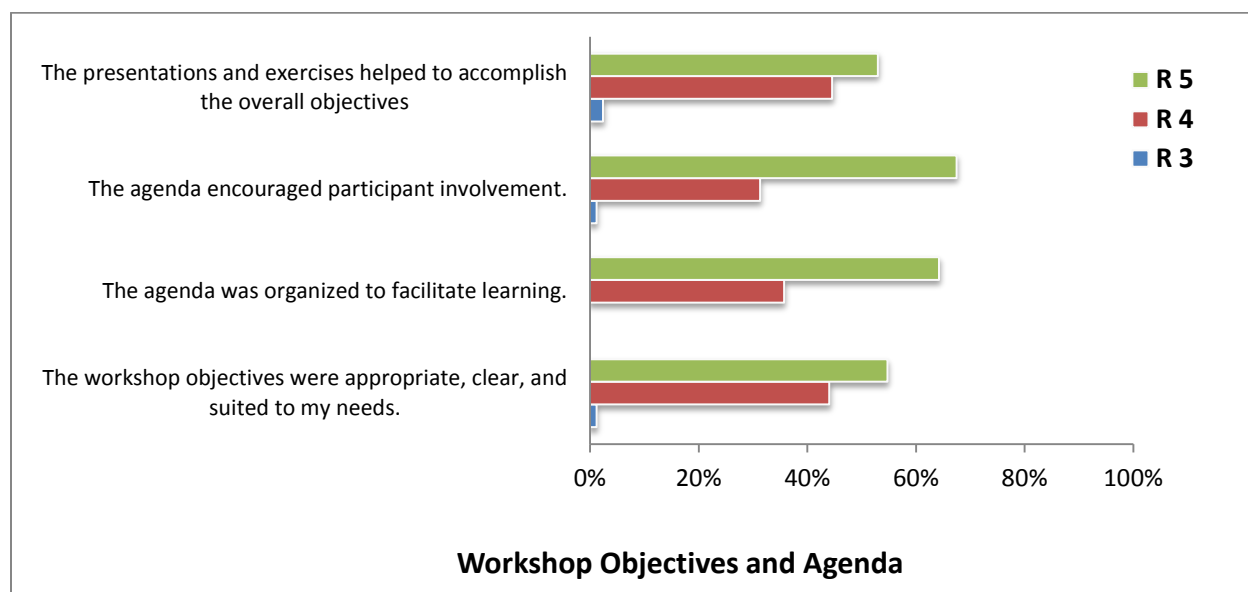
FIGURE 6.1. PARTICIPANTS' EVALUATION OF THE WORKSHOP OBJECTIVES AND AGENDA

Category 2. Content of Presentations

In this category, participants were asked to evaluate the training's method of presentation. The following questions were included in this category:

- Did the presentations provide sufficient information on the context and rationale for performance management?

- Did the presentations make clear the relevance of performance management to your own work?

- Did the presentations improve your understanding of how to strengthen M&E systems and processes?

- Did the presentations improve your understanding of how to develop and utilize Performance Indicators?
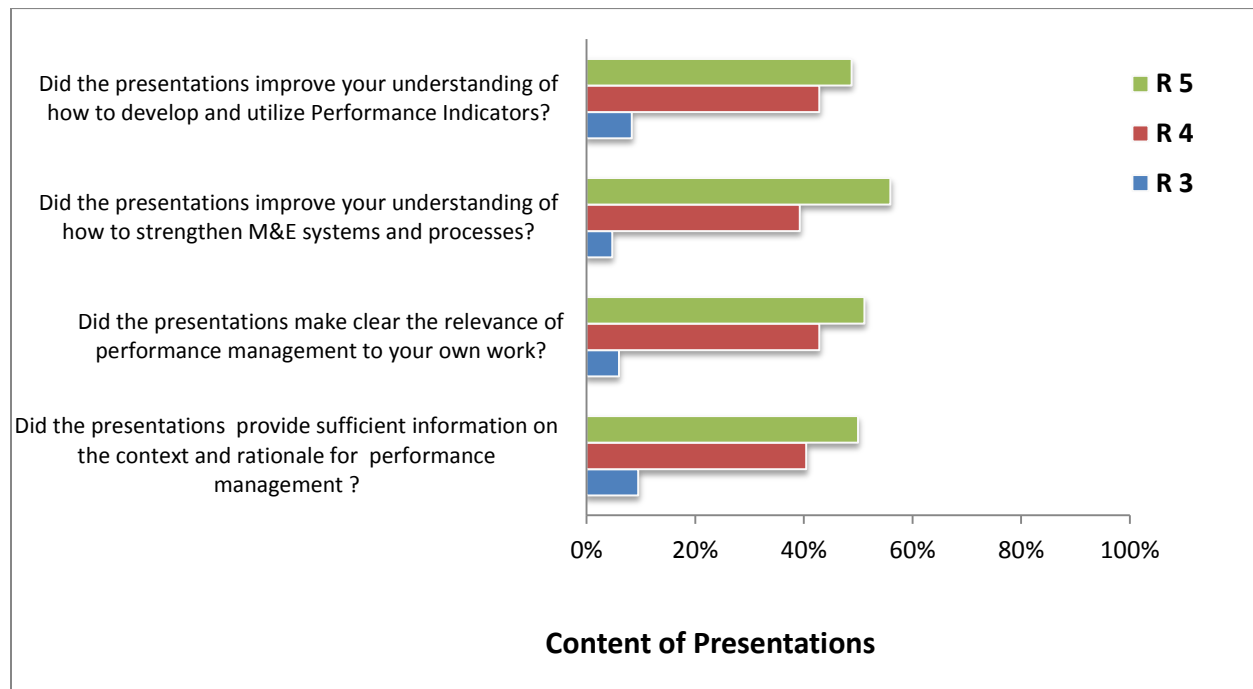
FIGURE 6.2. PARTICIPANTS' EVALUATION OF CONTENT OF PRESENTATIONS

Category 3. Exercises and Participation

The Exercises and Participation category evaluation is used by the participants to evaluate the participation of the trainees in the classroom and the practicality of the exercises in a real-world situation. The following questions were included in this category:

- Did the exercises enhance your understanding of how to define results and a logic model in your own work?

- Did the exercises for Developing Performance Indicators help you to understand the criteria that must be met by performance indicators in your own work?

- Did the exercises provide the right amount of participation to enhance your learning experience in this workshop?

Exercises and Participation
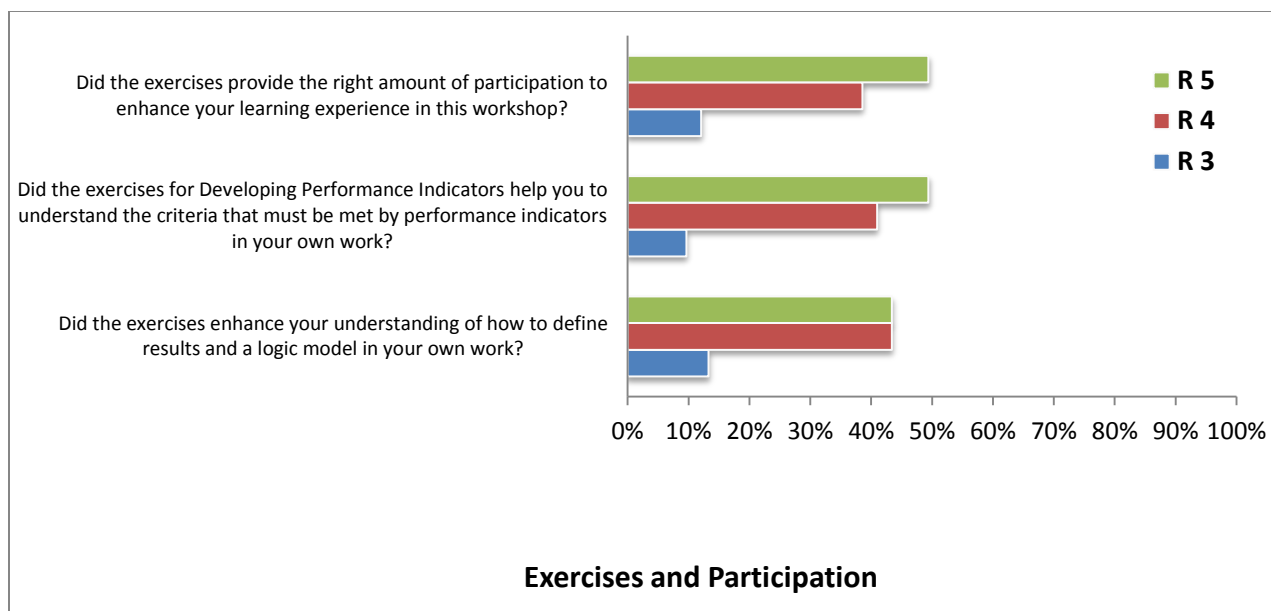
FIGURE 6.3. PARTICIPANTS' EVALUATION OF EXERCISES AND PARTICIPATION

Category 4. Instructor's Delivery

This category is used to assess the delivery of lecture by the instructors. The following were the included in this category:

- Preparation and expertise

- Presentation in group sessions

- Facilitation during exercises

- Respectful of participant needs and contributions

Instructor's Delivery
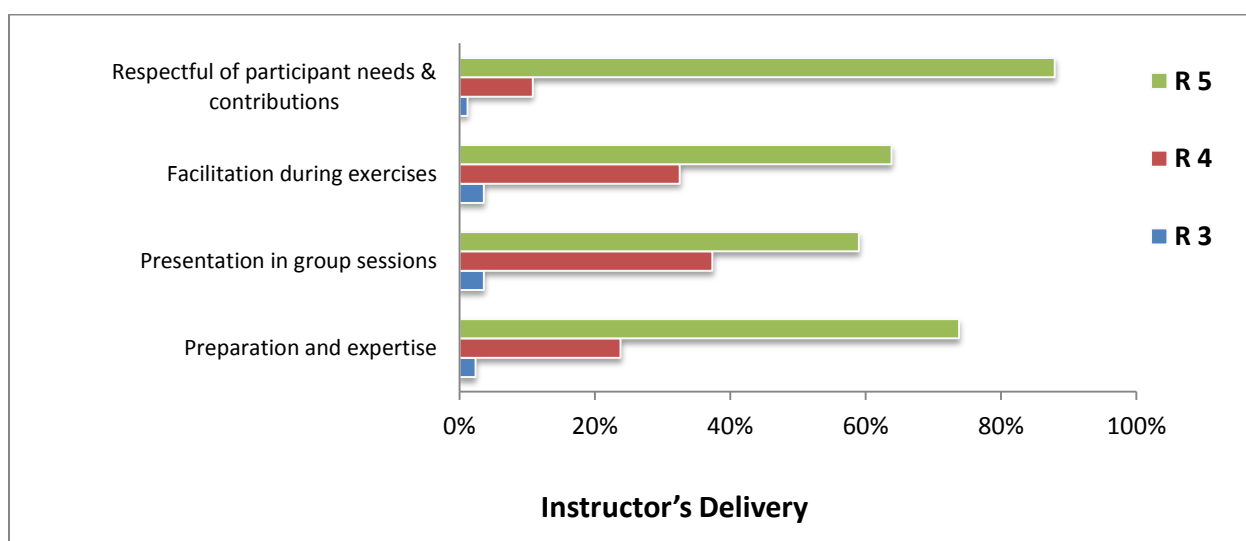
FIGURE 6.4. PARTICIPANTS' EVALUATION OF INSTRUCTOR'S DELIVERY

Category 5. Relevance of the Workshop to Your Work

In the last category, participants were asked whether the workshop is relevant to their work. The following phrases or statements were included to assess the relevance of the workshop:

- Relevance of course content.

- Relevance of instructional techniques.

- New skills will be useable as you manage your programs and activities.

- New skills have potential to increase program achievements.
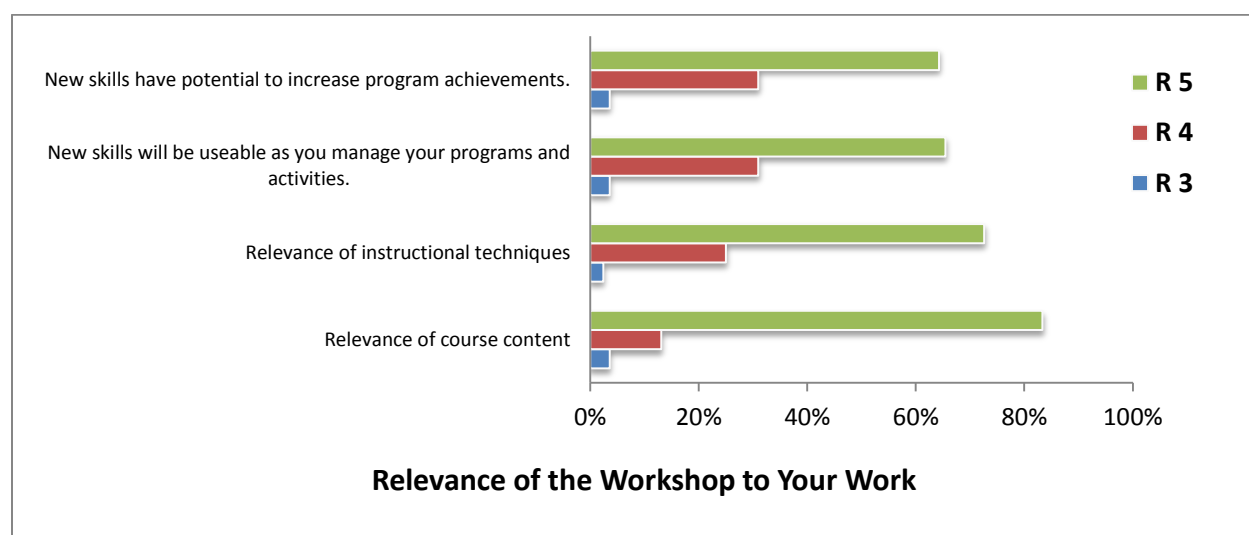
FIGURE 6.5. PARTICIPANTS' EVALUATION OF RELEVANCE OF THE WORKSHOP TO THEIR WORK

6.2. Participants' Comments About the Training

Relevance of Training in Addressing Key Issues Related to Monitoring and Evaluation

In response to the question about whether the training has addressed the key issues related to planning, monitoring, and evaluation, many participants affirmed that the training was indeed a catalyst for mobilizing interest and commitment. In addition, they responded that the training was a great starting point to further their knowledge on M&E and related subjects.

Duration and Frequency of the Course

Many participants from all six sessions recommended that the training period be extended from the current three days to at least one week to cover the course extensively.

It was also suggested that projects should bring their own experience to the table for discussion, to clearly identify the issues of M&E within the country context.

6.3. Way Forward

Given the EPMS project mandate of providing training and capacity building for implementing partners, the way forward entails continuing to provide technical assistance through a broader, multipronged approach. This includes the following:

- A simple Web site has been created through which various tools and materials will continue to be shared and updated. This will help improve access to M&E tools, guidelines, and other resources for interested USAID and Implementing Partners' staff.

- EPMS will continue its one-on-one sessions with IPs to address their specific needs as and when requested.

- EPMS will also continue orienting new partners as they come aboard under the different technical teams.

- Through LinkedIn, EPMS had already created an M&E Group consisting of all M&E staff from USAID–funded projects who attended the training. The purpose is to provide a forum through which M&E issues can be discussed continually or questions posed to address challenges that periodically arise.

- More important, EPMS envisages making a follow-up with participants on the training in the form of a post-training evaluation. This will be carried out at least three months after completion of all the trainings, which ended in August, to assess use of knowledge and skills gained from the training. This implies that participants' follow-up will be conducted from November through January.

ANNEX A. TRAINING AGENDA

Day	Time	Activity	Facilitator	Remarks
	8:30–9:00	**Registration**	MSI/EPMS	
		Opening	Lily Beshawred, Program Officer PRM, USAID/E	
	9:00–9:30	**Introduction to the Training** • Objectives • Introductions • Norms • Your Questions about M&E	Dr. Rosern Rwampororo, COP, EPMS/MSI	
	9:30–	**Lesson 1. An Overview of M&E—Presentation** • Key Concepts and Fundamental Principles • What Are the Benefits? • USAID M&E Systems	Keith Brown, Senior Vice President at MSI HQ	Subsequent sessions conducted by Dr. Rosern Rwampororo, COP, EPMS/MSI
	10:30–10:45	BREAK		
DAY 1	10:45–11:25	**Lesson 2.Understanding the Development Hypothesis and Associated Logic Model** • The RF • The Logframe • Ensuring the Fit	Michelle Adams–Matson, Technical Director for EPMS/MSI	Subsequent sessions conducted by Dr. Rufael Fassil, Senior Monitoring and Evaluation Specialist , EPMS/MSI This session will focus on good practices for building a results framework (as the foundation for good M&E) as well as the linkage between the RF and the logframe.
	11:25–12:00	**Team Exercise: Arrange the Results Into a Causal Logic Model**	Trainees	
	12:00-1:00	**LUNCH**		
	1:00-1:45	**Report-Out From the Team Exercise**	Trainees	
	1:45-2:15	**Lesson 2 (cont'd)**	Michelle Adams–Matson	Subsequent sessions conducted by Dr. Rufael Fassil, Senior Monitoring and Evaluation Specialist , EPMS/MSI
	2:15–2:30	BREAK		
	2:30–4:00	**Lesson 3. Performance Indicators—Presentation (shared) and Class Exercise**	Dr. Rosern Rwampororo	
	4:00–5:00	**Team Exercise—Selecting Performance Indicators** Using the RF developed in the class earlier, teams will	Trainees	

		develop indicators for their RF.		
	9:00–9:15	**Opening**	Trainers	
	9:15–10:15	**Report-Out From the Team Exercise**	Trainees	
	10:15–10:30	**BREAK**		
	10:30–11:00	**Lesson 4. Developing an Effective M&E Plan, Presentation** • Integrating New Project Design Concepts Into M&E Plan Development	Michelle Adams–Matson	Subsequent sessions conducted by Dr. Rosern Rwampororo
DAY 2	11:00–12:00	**Roundtable Discussion—Real Issues, Problems, and Solutions for Building M&E Systems**	Trainees and Trainers	Three groups will be given topics (e.g., creating effective programming strategy, M&E systems, and conveying impact). They will be asked to identify the top two key challenges related to that issue as well as tangible solutions for addressing the issues raised.
	12:00–1:00	**LUNCH**		
	1:00–1:30	**Lesson 5. Baselines and Targets—Presentation**	Keith Brown	Subsequent sessions conducted by Dr. Rosern Rwampororo
	1:30–2:30	**Lesson 6. Data Quality Assessments—Presentation** • USAID Requirements • Common Issues and Solutions	Michelle Adams–Matson	Subsequent sessions conducted by Dr. Rufael Fassil
	2:30–2:45	**BREAK**		
	2:45–3:45	**Data Quality Assessment Exercise**	Trainees	
	3:45–4:45	**Report Out and Discussion in Plenary**	Trainees	
	4:45–5:00	**Closing** • A Summary of Key Points • Next Steps	Trainers	
	9:00–9:15	**Opening**		
	9:15–10:15	**Lesson 7. Data Analysis and Utilization for Decision-Making**	Keith Brown	Subsequent sessions conducted by Dr. Rosern Rwampororo
	10:15–10:30	**BREAK**		
DAY 3	10:30–12:00	**Lesson 8. An Overview of Evaluation** • Different Types of Evaluation • Impact Evaluation • USAID Evaluation Requirements • How to Develop a Good SOW	Keith Brown	Subsequent sessions conducted by Dr. Rufael Fassil
	12:00–1:00	**LUNCH**		
	1:00–2:00	Results Jeopardy	Michelle Adams–Matson	Subsequent sessions conducted by Dr. Rosern Rwampororo
	2:00–2:30	**Reflections**		
	2:30–3:30	Closing and Certificates		

ANNEX B. USAID IMPLEMENTING PARTNERS

SN	IP
1	Abt Associates
2	ANECCA—African Network for Care of Children Affected by HIV/AIDS
3	CARE—Cooperative for Assistance and Relief Everywhere
4	CIP—International Potato Center
5	CNFA—Citizens Network for Foreign Affairs
6	CRS—Catholic Relief Services
7	EECMY–DASSC—Ethiopian Evangelical Church Mekane Yesus Development and Social Services Commission
8	FHI 360—Family Health International
9	Fintrac
10	Food for Hunger /FH-Ethiopia
11	Futures Group /HPP
12	Haramaya University
13	IFHP/PI—Integrated Family Health Program
14	Intra Health International Inc.
15	IOCC—International Orthodox Christian Charities
16	IRC—International Rescue Committee
17	JFA–PFE—Justice for All-Prison Fellowship Ethiopia
18	JHPIEGO—John Hopkins Program for International Education in Gynecology and Obstetrics
19	JSI—John Snow , Inc.
20	Kimetrica
21	LI—Life Water International
22	Marie Stopes International
23	Mercy Corps
24	MSH—Management Sciences for Health
25	Pact
26	Pathfinder
27	REST—Relief Society of Tigray
28	RTI—Research Triangle Institute
29	Save the Children
30	Serengeti Capital
31	Tetratech
32	Tigray Youth Association
33	WFP—World Food Progam
34	WOCCU—World Council of Credit Unions
35	World Learning Inc.
36	WVE—World Vision Ethiopia

ANNEX C. USAID PROGRAM OFFICE STAFF

S.N.	Full Name	Position
1	Stephen Fitzpatrick	Deputy Program Officer, PO, USAID Ethiopia
2	Awoke Tilahun	PO, USAID/Ethiopia
3	John McKay	PO, USAID/Ethiopia

ANNEX D. COURSE FACILITATORS

S.N.	Full Name	Position
1	Keith Brown	Senior Vice President, MSI
2	Michelle Adams–Matson	Technical Director, MSI
3	Dr. Rosern Rwampororo	COP, EPMS
4	Dr. Rufael Fassil	Senior M&E Specialist, EPMS
5	Hika Alemu	Junior M&E Specialist, EPMS
6	Tesfayesus Yirdaw	Junior M&E Specialist, EPMS

ANNEX E. TRAINING EVALUATION FORM

Training Evaluation

Instructions: For each item below, please place an X in the column 0, 1, 2, 3, 4, or 5 to represent your evaluation of each item. Consider 0 your lowest possible rating and 5 your highest possible rating.

Workshop Objectives and Agenda	Negative Positive →					
	0	1	2	3	4	5
1. The workshop objectives were appropriate, clear, and suited to my needs.						
2. The agenda was organized to facilitate learning.						
3. The agenda encouraged participant involvement.						
4. The presentations and exercises helped to accomplish the overall objectives						

Additional comments about Workshop Objectives and Agenda:

Content of Presentations	0	1	2	3	4	5
5. Did the presentations provide sufficient information on the context and rationale for performance management ?						
6. Did the presentations make clear the relevance of performance management to your own work?						
7. Did the presentations improve your understanding of how to strengthen M&E systems and processes?						
8. Did the presentations improve your understanding of how to develop and utilize Performance Indicators?						

Additional comments about Content:

Exercises and Participation	0	1	2	3	4	5
9. Did the exercises enhance your understanding of how to define results and a logic model in your own work?						
10. Did the exercises for Developing Performance Indicators help you to understand the criteria that must be met by performance indicators in your own work?						
11. Did the exercises provide the right amount of participation to enhance your learning experience in this workshop?						

Additional comments about the exercises:

Instructor's Delivery	0	1	2	3	4	5
12. Preparation and expertise						
13. Presentation in group sessions						
14. Facilitation during exercises						
15. Respectful of participant needs and contributions						

Additional comments about instructor's delivery:

....

Relevance of the Workshop to Your Work	0	1	2	3	4	5
16. Relevance of course content						
17. Relevance of instructional techniques						
18. New skills will be useable as you manage your programs and activities.						
19. New skills have potential to increase program achievements.						

Additional comments on the workshop's relevance:

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1. **Do you feel the workshop addressed your key issues related to planning, monitoring, and evaluation? Explain.**

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2. **Please include any additional comments and suggestions for improvement.**

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ANNEX F. TRAINING EVALUATION

	R 0	R 1	R 2	R 3	R 4	R 5	Total
Workshop Objectives and Agenda							
The workshop objectives were appropriate, clear, and suited to my needs.	-	-	-	1%	44%	55%	100%
The agenda was organized to facilitate learning.	-	-	-	-	36%	64%	100%
The agenda encouraged participant involvement.	-	-	-	1%	31%	67%	100%
The presentations and exercises helped to accomplish the overall objectives.	-	-	-	2%	45%	53%	100%
Content of Presentations							
Did the presentations provide sufficient information on the context and rationale for performance management?	-	-	-	10%	40%	50%	100%
Did the presentations make clear the relevance of performance management to your own work?	-	-	-	6%	43%	51%	100%
Did the presentations improve your understanding of how to strengthen M&E systems and processes?	-	-	-	5%	39%	56%	100%
Did the presentations improve your understanding of how to develop and utilize Performance Indicators?	-	-	-	8%	43%	49%	100%
Exercises and Participation							
Did the exercises enhance your understanding of how to define results and a logic model in your own work?	-	-	-	13%	43%	43%	100%
Did the exercises for Developing Performance Indicators help you to understand the criteria that must be met by performance indicators in your own work?	-	-	-	10%	41%	49%	100%
Did the exercises provide the right amount of participation to enhance your learning experience in this workshop?	-	-	-	12%	39%	49%	100%
Instructor's Delivery							
Preparation and expertise	-	-	-	2%	24%	74%	100%
Presentation in group sessions	-	-	-	4%	37%	59%	100%
Facilitation during exercises	-	-	-	4%	33%	64%	100%
Respectful of participant needs and contributions	-	-	-	1%	11%	88%	100%
Relevance of the Workshop to Your Work							
Relevance of course content	-	-	-	4%	13%	83%	100%
Relevance of instructional techniques	-	-	-	2%	25%	73%	100%
New skills will be useable as you manage your programs and activities.	-	-	-	4%	31%	65%	100%
New skills have potential to increase program achievements.	-	-	1%	4%	31%	64%	100%

Rating (column header with arrow spanning R 0 through R 5)